



Summer Reading + Writing Adventure

A Joy-Filled Family Literacy Plan

Inspired by Dr. Chase Young for LFC Reading



The goals are simple:

More laughter.

More stories.

More talking.

More reading.

More doing.

lfcreading.com

Welcome to a 6-week literacy adventure designed to bring more laughter, conversation, imagination, and connection into reading at home.

This isn't about worksheets or drills. It's about helping kids experience reading as something that is:

- fun
- social
- expressive
- meaningful
- and worth doing every day

Across the six weeks, your child will:

- read like a performer
- solve mysteries like a detective
- act out stories like a movie star
- use reading in real life
- and celebrate becoming a reader

Post your progress with [#LFCReadingSummer2026](https://twitter.com/LFCReadingSummer2026)



A Few Important Tips Before You Begin

Keep it light. If something feels too hard, shorten it, simplify it, or just enjoy part of it.

Repetition is the goal. You'll notice lots of rereading, acting, and revisiting texts. That's intentional as fluency grows through repeated, meaningful reading.

Expression matters more than perfection. Funny voices, dramatic pauses, and silly interpretations are not distractions—they are exactly what builds fluent, expressive readers.

Let kids lead when possible. Choice builds ownership. When kids get to pick books, voices, and roles, engagement skyrockets.

It doesn't have to look "school-like" to be powerful. Blankets, flashlights, kitchen tables, and grocery stores all count as literacy environments.

Text choice is key. Choose texts that your child can read with support and that they want to read. Interest plays a critical role.

What's Coming Over the 6 Weeks

Each week has a different theme:

Week 1: Campfire Stories (reading brings people together)

Week 2: Reading Detectives (solving mysteries through clues)

Week 3: Reader's Theater (reading as performance)

Week 4: Real-World Reading (literacy in everyday life)

Week 5: Poetry Slam (expression, rhythm, and voice)

Week 6: Celebration Week (becoming readers and storytellers)

By the end, reading won't feel like an assignment; it will feel like something your child does naturally.

One Small Note About Wording

Throughout this guide, you'll notice I consistently use the word "child" instead of constantly writing "child/children" every time I refer to your young reader.

Not because I don't appreciate grammar precision, but because I eventually chose my sanity.

At a certain point, I made the executive decision that the literacy experience should be joyful, even if my plural nouns aren't.

Now you're ready.



WEEK 1 — CAMPFIRE STORIES WEEK

Theme: Stories Bring People Together

READ TOGETHER ACTIVITY

Blanket Fort Read-Aloud Night

Build a fort using blankets, couch cushions, and grab some flashlights.

Parent reads first with dramatic expression:

- whispering
- monster voices
- announcer voice
- cowboy voice
- opera voice
- Then kids reread favorite parts or the entire story dramatically.

Suggested Scary Stories

Younger Kids

Evil Lurks

At the end of a long, dark road is a long, dark path. At the end of the long, dark path is a lone, dark house. And the lone, dark house had a lone, dark door. And behind the lone, dark door was a lone, dark room. And in the lone, dark room was a lone, dark cupboard. And in the lone dark cupboard was a lone, dark shelf. And on the lone, dark shelf was a lone, dark box. And in the lone, dark box was...A GHOST!

Older Kids

The Vinder Viper

Years ago, a man inherited a house. Rumors were told that it was haunted, but he moved in anyway.

A couple weeks after he moved in, late at night, the phone rang. When he answered it, a voice said, "I am the Vinder Viper. I will be there in 2 weeks!" and then it hung up. This really shook the man. The next day, he searched the Internet under 'snakes' for 'vinder viper' but found nothing.

A week later the phone rang. "I am the Vinder Viper. I will be there in 1 week!" and hung up. This made the man quite nervous. He asked around the town, and no one had ever heard of any such viper.

Four days later, late at night, the phone rang. "I am the Vinder Viper. I will be there in 2 days!" The man is getting much more concerned now.

The next night, the phone rang. "I am the Vinder Viper. I will be there tomorrow!" The man is terrified.

The next evening, the phone rang. "I am the Vinder Viper. I will be there in 1 hour!" The man tries to leave, but his car battery is dead.



Nearly an hour later, the phone rang. “I am the Vinder Viper. I will be there in 2 minutes!” The man runs around locking all the windows and doors and calls 911. The police are on their way.

Soon, there was a knock at the door. The man opened the door a crack and asked, “Is that the police?”

“No, I am the vinder viper. I come every month to vash and vipe your vindows.”

TALK TOGETHER

“Campfire Retell Challenge”

Turn off some lights. Use flashlights or pretend campfire lights.

Each family member retells the story in the MOST dramatic way possible.

Challenge options:

tell it super seriously

tell it like a sports announcer

tell it like a scared babysitter

tell it like a cowboy

tell it like a grandma who exaggerates everything

Then ask:

Which version was funniest?

Which version sounded the scariest?

What details made the story more suspenseful?

Which voice made you want to keep listening?

WRITE/CREATE

“Create Your Own Campfire Story”

Together, invent a short funny/scary story to tell in the dark.

Use this story recipe:

Step 1: Choose a setting

creepy cabin

dark forest

abandoned school

mysterious campground

grandma’s basement

Step 2: Choose a strange problem

weird scratching sounds

disappearing marshmallows

mysterious footprints

phone ringing by itself

glowing eyes outside



Step 3: Add a ridiculous ending

Examples:

It was the dog all along.

Grandpa was sleepwalking.

A raccoon stole everything.

The “monster” just wanted tacos.

Then:

Parents write while kids dictate ideas

Kids illustrate scenes

Family performs the story dramatically afterward

MOVE & PLAY

“Campfire Shadow Theater”

Use flashlights and a wall to create shadow puppets while retelling parts of the stories.

Ideas:

spooky hands

monster shadows

animal shadows

dramatic movement during scary parts

🎯 Bonus: One family member narrates while others act silently using shadows. These can get pretty random and crazy or sometimes kids will surprise you.

OPTIONAL MOVIE CONNECTION

Instead of a random movie, make it fit the storytelling theme.

Younger Kids

Monsters, Inc.

Hotel Transylvania

Older Kids

Goosebumps

The Haunted Mansion

Family discussion:

What makes spooky stories FUN instead of TOO scary?

How do voices, sound effects, and pauses build suspense?

FAMILY PERFORMANCE

“Friday Night Campfire Performance”



Perform:

Evil Lurks: https://www.thebestclass.org/uploads/5/6/2/4/56249715/evil_lurks.pdf

and/or

The Vinder Viper: https://www.thebestclass.org/uploads/5/6/2/4/56249715/the_vinder_viper.pdf

Tips:

Find extra performers or assign kids and family members more than one part

Rehearse focusing on reading the words accurately

Rehearse focusing on reading with expression that matches the meaning

Once mastered, perform for an audience (neighbors, friends, family, pets, etc)

Parents can record performances for memories and to share with family members around the world

LIBRARY FIELD TRIP

Recommended Books

Younger Kids

The Book with No Pictures by B. J. Novak

Creepy Pair of Underwear! by Aaron Reynolds

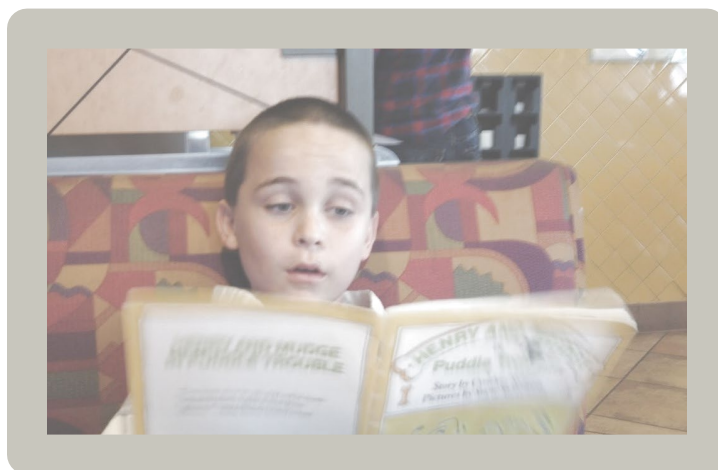
Dragons Love Tacos by Adam Rubin

Older Kids

Wayside School Is Falling Down by Louis Sachar

Fortunately, the Milk by Neil Gaiman

Scary Stories to Tell in the Dark by Alvin Schwartz



 Share your family's reading adventures on social media!

#LFCReadingSummer2026



Post photos, videos, and stories of your reading adventures. Tag us so we can celebrate with you!

WEEK 2 — READING DETECTIVES

Theme: Reading Solves Mysteries

READ TOGETHER ACTIVITY

Riddles!

Directions:

Read Aloud: Read the riddle to your child.

Echo Read: You read the riddle and then they read the riddle.

Choral read: Read the riddle aloud together (more than once if you want).

Independent read: Your child reads the riddle to you aloud.

Answer the riddle.

✦ *Bonus: Now that your child has mastered reading the riddles, allow them to call a family member or invite a friend over to see if they can solve them!*

Easier Riddles

I have hands but cannot clap. I tell you the time. What am I?

I have pages but I am not a tree. I tell stories. What am I?

I get wet while helping you get clean. I have bubbles. What am I?

I have a bed but never sleep. I have a mouth but never eat. What am I?

I shine bright in the sky during the day. What am I?

I have wheels and take you places, but I am not alive. What am I?

Answers: Clock, Book, Soap, River, Sun, Car

More Challenging Riddles

The more you take away from me, the bigger I become. What am I?

I speak without a mouth and hear without ears. I repeat what you say. What am I?

I have keys but open no locks. I have space but no room. What am I?

I come once in a minute, twice in a moment, but never in a thousand years. What am I?

I'm not alive, but I grow. I don't have lungs, but I need air. What am I?

The more you share me, the less you have. What am I?

Answers: A hole, An echo, A keyboard, The letter M, Fire, A secret



WRITE/CREATE

Family Mystery Writing

Write: “The Case of the Missing _____”

Keep it short. Even 5–6 sentences works.

Encourage:

silly suspects

weird clues

surprise endings

MOVE AND PLAY

Mystery Clue Reading

You can use these or create your own:

Kids must read each clue to solve the mystery. We recommend that you read one clue aloud to your child, then read it out loud together, then have your child read it independently.

“Look where dirty socks take a nap.” (laundry basket)

“Check the place that keeps food cold and quiet.” (refrigerator)

“Go where we brush our teeth and splash water.” (bathroom sink)

“Find the spot where books go to rest at night.” (bookshelf)

“Look under the place where you dream every night.” (bed)

“Search the place where shoes line up before going outside.” (front door or shoe rack)

“Go to the place that tells the time all day long.” (clock)

“Find where the family gathers to eat together.” (kitchen table)

“Look where lights turn on when it gets dark.” (lamp or light switch)

“Check the place where toys go when playtime is done.” (toy box or bin)

Final prize:

popsicle

joke

tiny treasure

choosing the next book

tech time



TALK TOGETHER

Detective Questions

What clue mattered most?

What fooled you?

What other clues could we have used?

LIBRARY FIELD TRIP

Recommended Books

Younger Kids

Nate the Great by Marjorie Weinman Sharmat

A to Z Mysteries by Ron Roy

Older Kids

The Westing Game by Ellen Raskin

Escape from Mr. Lemoncello's Library by Chris Grabenstein



WEEK 3 – READER’S THEATER WEEK

Theme: Reading Is Performance

READ TOGETHER ACTIVITY

Step 1: Choose a Script (Interest First)

Go to: www.thebestclass.org/rtscripts.html

Sit with your child and browse together.

Help them choose based on:

topics they like (funny, spooky, animals, school, fairy tales, etc.)

characters they are excited to “be”

length (shorter scripts for younger or reluctant readers)

number of characters (more roles = more family participation)

✦ *Tip for parents: Let your child “preview” 2–3 scripts and pick the one that makes them laugh or feel excited. Engagement is the foundation.*

Step 2: Assign Roles Together

Once you choose a script:

read through the character list

assign roles (kids, siblings, parents, even pets “watching”)

consider letting your child choose their favorite role

Highlight or underline your child’s lines so they can easily find their part.

Step 3: First Read — “Just Try It” (Cold Read)

Read the script aloud with no pressure

Stop only if needed for understanding

Focus on getting the story flow

Parent role:

model expressive reading

keep it light and fun

do NOT correct every mistake

Goal: comfort + exposure

Step 4: Second Read — Accuracy Focus

Read the script again

Slow down when needed

Support tricky words



Help your child reread sentences correctly

Parent role:

gently help with decoding

reread lines together if needed

encourage self-correction

Goal: reading accuracy and confidence

Step 5: Third Read — Expression & Character

Now bring it to life.

Encourage your child to:

change their voice for their character

add emotion (happy, scared, dramatic, silly)

pause for effect

emphasize key words

Parent role:

model exaggerated expression

act out a character voice yourself

encourage “too much expression” (this is good!)

Goal: fluency + expression + engagement

Step 6: Performance Rehearsals

Run the script multiple times like a real show.

Each run can improve:

smoother reading

better expression

fewer pauses

more confidence

💡 *Tip: Tell your child: “We’re rehearsing like real actors before opening night.”*

Step 7: Add Props or Simple Performance Elements (Optional)

Make it fun but simple:

hats

glasses

stuffed animals as audience

homemade signs

silly props from around the house

You can also:

film the performance



perform for family members
take turns being audience and actors

Key Idea for Parents

The power of Reader’s Theater is repeated reading with purpose.

Instead of drilling fluency, children:

reread because they want to improve

practice expression naturally

build confidence through performance

experience reading as something joyful and social



TALK TOGETHER

Audience Reaction Talk

After reading, everyone becomes both performer and audience.

Ask:

Which performance made you laugh the most?

Which voice helped you understand the character?

What changed when you added expression?

What made it feel like “real acting”?

Bonus — Vote for:

Best dramatic pause

Funniest voice

Most convincing character



WRITE/CREATE

“Mini Commercial Theater”

Kids write and perform ridiculous commercials.

Examples:

broccoli cereal that gives superpowers

socks that never stop talking

invisible pizza delivery service

homework-eating robots

Must include:

slogan (“Now with EXTRA crunch!”)

sound effects (“BOING!” “WOOOOSH!”)

exaggerated claims (“Best socks in the UNIVERSE!”)

✦ *Extension: Film the commercials or perform live for family.*

MOVE AND PLAY

“Reader’s Theater Goes to the Movies”

Turn your Reader’s Theater script into a short family movie. Keep in mind that some lines (like narrator) may be removed during filming.

Your child is now the:

actor

director

costume designer (optional)

camera crew assistant

movie star

Step 1: Choose Your “Movie Script”

Use the same Reader’s Theater script you selected earlier (or choose a new one).

Before filming, reread it one more time together:

focus on expression

make sure everyone knows their lines

highlight or underline important parts again if needed

✦ *Parent tip: Tell your child, “We’re not reading it anymore. We’re rehearsing for filming.”*

Step 2: Assign Movie Roles

Everyone in the family gets a job:

Actors (read and perform lines)

Director (your child or parent gives instructions)



Camera operator (phone or tablet holder)

Let your child be the “director” at least part of the time. This increases ownership and motivation.

Step 3: Rehearse Like a Movie Set

Do a “practice take” before filming.

During rehearsal:

read lines slowly and clearly

try different voices

decide where to pause or emphasize words

practice moving if needed (gestures, turning, pointing)

Director says things like:

“Let’s try that line again, but more dramatic.”

“Pause longer before the funny part.”

“Say it like you’re surprised!”

Step 4: Set the Scene (Simple Setup)

Choose local filming spaces:

couch = living room scene

kitchen = restaurant scene

hallway = “mysterious tunnel”

backyard = “outdoor adventure”

Keep it simple. No elaborate setup needed.

Optional additions:

flashlight for dramatic lighting

simple props (hat, blanket, spoon, etc.)

Step 5: Film the Movie

Use a phone or tablet (or a video camera if you still have one).

Film in short segments:

one scene at a time

pause between takes if needed

allow mistakes (they can be funny and included in the outtakes after the movie)

Encourage:

big voices

clear reading

expression over perfection

❖ *Parent tip: If your child freezes or forgets a line, just prompt: “Try reading it from the script again—that’s what actors do!”*

Step 6: Premiere Time

Watch the movie together as a family.

Make it feel special:



sit like a theater audience
clap after scenes
laugh and react together

Ask:

What was your favorite scene?

Which line sounded the most dramatic?

What would you change if we filmed again?

Why This Matters

This activity strengthens:

fluency (multiple rereads with purpose)

expression and prosody

confidence in oral reading

comprehension through performance

family connection through shared storytelling

✦ *But most importantly: kids experience reading as something that is meant to be performed, shared, and enjoyed rather than completed.*

Here's an example of Chase Young's 2nd graders' student produced movie: [Pee Ew is That You, Bertie?](#) And as a bonus, [here is a link to their outtakes!](#)



WEEK 4 — REAL-WORLD READING WEEK

Theme: Literacy Lives Everywhere

READ TOGETHER ACTIVITY

Family Cooking Challenge

Step 1: Choose the Recipe Together

Pick something simple and fun:

sandwiches or wraps

pancakes or waffles

fruit salad

smoothies

snack mix or trail mix

A marinade for the main course (brisket??)

◆ Parent tip: Choose a recipe with 3–8 steps so kids can experience success without overload.

Step 2: Preview the Recipe (Before Cooking)

Before any cooking begins:

read the full recipe once together

look at ingredients and tools

talk about unfamiliar words (stir, measure, sprinkle, etc.)

Ask:

“What do you think we’ll do first?”

“Which step looks easiest?”

“Which step might be tricky?”

Step 3: Kid Reads the Directions (Chef Role)

Your child becomes the Head Chef Reader.

For each step:

Child reads the step aloud clearly

Family completes that step together

Pause and check understanding before moving on

Parent support:

gently correct tricky words

re-read together if needed

avoid jumping ahead—follow the child’s lead



Step 4: “Stop & Think” Moments

After each step, pause briefly and ask:

“What do we do next?”

“Why do you think this step matters?”

“What would happen if we skipped this?”

This builds:

comprehension

sequencing skills

real-world reasoning

Step 5: Add Reading Expression (Make It Fun)

Encourage your child to read each step like:

a TV cooking show host

a super serious scientist

a “very important chef announcement voice”

Step 6: Hands-On Cooking Together

As each step is read:

everyone participates

kids handle safe tasks (pouring, mixing, sprinkling)

adults handle heat or sharp tools

Keep the reading going throughout the process.

Step 7: Final Taste Test + Review

Sit down together and enjoy the food.

Ask:

“Which step was most important?”

“What part was the hardest to read?”

“What would you change if we made it again?”

“Was reading the recipe helpful? Why?”



TALK TOGETHER

Real-Life Literacy Talk

Ask:

Why do adults need reading?

What happens if directions are ignored?

What jobs require lots of reading?



WRITE/CREATE

Ridiculous Restaurant Menu

Create:

restaurant name

menu items

descriptions

prices

Example: “Grandma’s Flaming Pickle Nachos — \$92”

MOVE & PLAY

“At-Home Literacy Scavenger Mission” (no store needed)

Set up 10–15 “missions” around the house. Kids complete challenges by reading real-world text.

Kitchen Mission

Find the ingredient with the longest name

Read a recipe label and identify 3 steps

Find something that has “2 servings or more”

Pantry Mission

Find something that is “sweet”

Find something with the most ingredients

Find a word you don’t know and try to decode it

Bathroom Mission

Find 2 warning labels and read them dramatically

Find something that tells you how to use it safely

Living Room Mission

Find instructions for a game or device

Read a book cover like a movie trailer

Bonus Challenge Cards (add excitement)

“Read it like a robot”

“Read it like a sports announcer”

“Find something with a number and explain it”

“Find the longest word in the house”



FIELD TRIP TO THE GROCERY STORE

“Grocery Store Detective Mission”

Kids become Literacy Detectives in the Wild.

Give them a checklist:

Grocery Missions:

Find a product with a “funny or long name”

Compare two prices and decide which is a better deal

Find 3 foods with more than 5 ingredients

Find something “healthy” and explain why

Find something you have never eaten before

Challenge Mode:

Read labels aloud in a “commercial voice”

Race to find the longest word on a package

Find rhyming or alliteration words

Parent Prompting Moves:

“What does that word tell you?”

“Why do you think that warning is there?”

“How is this like what we read at home?”

❖ *Final Stop (optional): Let the child choose one item to purchase based on reading and reasoning: “You must prove your choice using evidence from the label.”*



WEEK 5 — POETRY SLAM WEEK

Theme: Words Are Meant to Be Heard

READ TOGETHER ACTIVITY

Family Poetry Slam Studio

This week, reading becomes performance. Kids don't just read poetry—they deliver it like a poet on stage...on a tall stool...with a single spotlight.

Step 1: Choose Poems Together

Pick poems that are:

funny

rhythmic

dramatic

short enough to reread easily

Recommended Texts:

Where the Sidewalk Ends — by Shel Silverstein

A Pizza the Size of the Sun — by Jack Prelutsky

www.poetry4kids.org

Short poems from children's poetry books that you already own or picked up from the library

◆ *Parent tip: Let your child "audition" 2–3 poems and choose the one they want to perform. Choice increases expression.*

Step 2: First Read — Just Hear the Rhythm

Read the poem aloud together

Don't worry about perfection

Focus on flow, rhythm, and meaning

Parent role:

model expressive reading

emphasize rhythm and pauses

Step 3: Second Read — Practice Like a Poet

Now begin rehearsal reading:

slow down tricky parts

repeat lines for clarity

notice punctuation and rhythm

Ask:

"Where should we pause?"

"Which words feel powerful?"



“Where does your voice change?”

Step 4: Third Read — Performance Mode

Now it becomes a SLAM performance.

Add:

volume changes

hand gestures

facial expression

dramatic pauses

character voices if needed

Parent role: Be the “slam audience”:

snap fingers

cheer

give encouragement after each read

Step 5: Rehearse Like a Real Performer

Repeat the poem multiple times:

smoother each time

more expressive each time

more confident each time

◆◆ *Key idea: Rereading is not repetition—it’s refinement for performance.*

Step 6: Family Poetry Slam Night

Create a simple “stage” at home:

flashlight spotlight

couch as stage

phone recording optional

Each performer:

introduces their poem

performs with expression

takes a bow

Audience:

snaps or claps after each performance

gives positive reactions

Step 7: Optional Remix Challenge

Let kids:

change the ending of a poem

add a new stanza

turn poem into a rap or chant

perform it in a funny voice style



TALK TOGETHER

“Poet Reflection Circle”

Ask:

Which poem was most fun to perform?

What changed when you added expression?

Which words felt the most powerful?

How does poetry sound different than normal reading?

WRITE/CREATE

“My Slam Poem”

Kids write a short poem about something they love:

food

animals

sports

family

school

silly imagination

Structure support:

4–8 lines for younger kids

optional rhyme

encourage repetition for rhythm

Perform it like a slam poet!

MOVE & PLAY

Poetry in Action

One person reads the poem aloud while others act it out.

How it works:

Step 1. Choose a poem

Pick one poem you’ve already read this week. Short poems work best.

Step 2. Assign roles

Reader: reads the poem with expression

Actors: silently act out what the poem describes

Switch roles after each round.

Step 3. First run (practice)

Reader goes slowly and clearly

Actors follow the meaning with basic movements



Don't stop for mistakes

Focus: understanding the poem

Step 4. Second run (improve performance)

Reader adds emotion and pacing

Actors exaggerate movements and facial expressions

Match actions to key words and ideas

Focus: expression and meaning

Step 5. Final run (performance)

Treat it like a stage performance

Commit fully to voice and movement

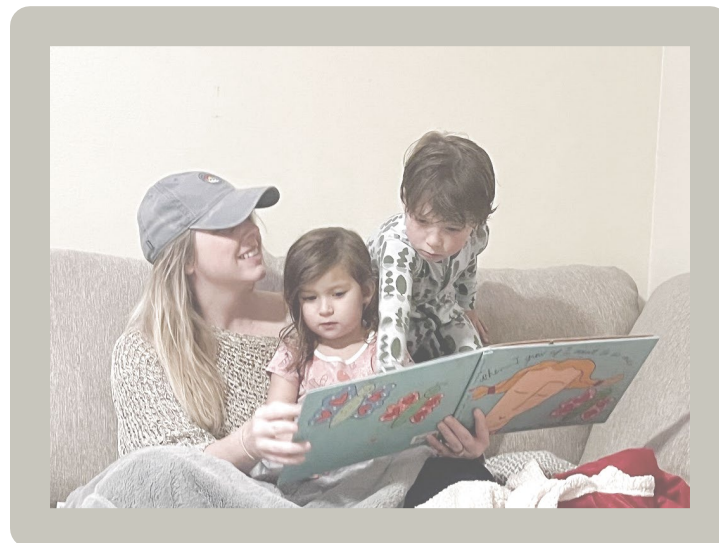
Audience reacts at the end (clap, snap, etc.)

Quick Parent Tips:

Encourage big, obvious movements (poetry is not subtle here)

Let kids interpret freely—there is no “wrong” acting

Keep it playful, not perfect





WEEK 6 — CELEBRATION WEEK

Theme: Celebrate Becoming Readers

READING FESTIVAL: The Grand Finale Experience

Turn your home (or backyard, park, or living room) into a Reading Celebration Festival with rotating stations. Kids move through each station doing different reading, performing, and celebrating activities.

Setup (5–10 minutes prep)

Create 4–5 simple “festival stations” using items you already have:

blankets or towels (spaces)

pillows/chairs (seating zones)

flashlights (optional spotlight)

books stacked at each station

paper signs for each station name

Each station is a different way to experience reading.

Station 1: The Performance Stage

“Read Like a Star”

Setup:

one designated “stage” area (rug, couch, porch step)

optional: flashlight spotlight or phone light

What kids do:

choose a favorite book moment or poem

perform it aloud dramatically

use character voices, pauses, and expression

Challenge cards (optional but awesome):

“Read it like you just won the lottery”

“Read it like you’re whispering a huge secret”

“Read it like a robot running out of battery”

“Read it like a villain plotting something suspicious”

“Read it like you’re in slow motion during an action scene”

“Read it like a very dramatic soap opera character”

“Read it like you’re explaining it to an alien from space”

“Read it like you’re extremely confused but trying to sound confident”

“Read it like a weather forecaster during a tornado”

“Read it like you’re trying NOT to laugh”

“Read it like you’re telling the biggest exaggeration ever”



“Read it like a pirate who is slightly lost”
“Read it like a kid sneaking cookies at midnight”
“Read it like you just saw something unbelievable”
“Read it like a narrator in a nature documentary”
“Read it like everything is SUPER important and urgent”
“Read it like you’re underwater”

Parent role:

audience (applause encouraged)

give specific praise: “I loved how you changed your voice there”

Station 2: The Favorite Book Lounge

“Reread & Relax”

Setup:

blankets, pillows, cozy seating
stack of favorite summer books

What kids do:

reread ANY book they choose
revisit funniest or favorite pages
share parts aloud if they want

Optional prompts:

“Find your favorite page and read it dramatically”
“Show me the funniest part”
“What would you change if you were the author?”

Goal: pure enjoyment + rereading without pressure

Station 3: The Open Mic Corner

“Tell It or Read It”

Setup:

chair or “author’s chair”
small audience area

What kids do:

retell a story they remember
read a short passage
make up a new ending
or summarize a book dramatically

Rules:

no corrections
audience must react (laugh, snap, cheer)

Challenge: “Convince us this is the best story ever told”



Station 4: The Reading Picnic Zone

“Eat, Read, Celebrate”

Setup:

snacks or meal

blankets indoors or outdoors

books nearby

What happens:

kids read quietly or aloud

families share favorite moments from the summer

optional group rereading of a favorite short text

Optional prompts:

“Show me your favorite character voice one more time”

“What book should we read next?”

Station 5: The Award Zone

“Reading Hall of Fame”

Setup:

table or floor space

paper, markers, stickers

What kids do: Create and present awards:

Somewhat normal examples:

Funniest Reader

Most Dramatic Voice

Best Character Performance

Strongest Rereader

Champion Book Lover

Best Storyteller of the Summer

Here are more random, funny, kid-friendly reading awards to expand the celebration that you can all read through and consider together:

“Most Likely to Read in a Crazy Voice Without Warning”

“Best Use of Dramatic Pauses That Made Everyone Wait Too Long”

“Funniest Character Voice That Should Probably Be a Cartoon”

“Reader Who Made the Book Sound Way More Exciting Than It Actually Was”

“Most Enthusiastic Page Turner (a.k.a. Reads Like It’s a Race)”

“Champion of Rereading the Same Funny Part 17 Times”

“Best ‘I Didn’t Even Need Help’ Reader”

“Most Expressive Eyebrows While Reading”

“Best Sound Effects Improviser (BAM! WHOOSH! etc.)”

“Most Likely to Turn Any Book Into a Movie Trailer”



- “Best Reading Energy Even After Snack Time”
- “Most Dramatic Reaction to a Period (...pause...)”
- “Reader Most Likely to Become an Actor in the Future”
- “Best ‘Wait, That Wasn’t In The Script’ Improviser”
- “Most Convincing Talking Animal Voice”
- “Best Reading Even When Everyone Was Laughing”
- “Supreme Rereader of Favorite Pages”
- “Most Likely to Read Aloud Unprompted in Public”
- “Grand Champion of Making Reading Ridiculously Fun”

Now your kids should be inspired to come up with their own awards to present to their friends and family who participated!

Parent role:

make it feel like a real ceremony

clap, shake hands, take photos if desired

FINAL FESTIVAL MOMENT

Gather everyone together for a closing celebration:

Ask:

What was your favorite reading moment this summer?

What book do you wish had a sequel?

What do you feel like as a reader now?



Final Word to Parents

If you made it through these six weeks—reading in forts, acting out stories, solving mysteries, performing poetry, cooking from recipes, and celebrating everything—your child didn’t just get “summer reading practice.”

You built a different relationship with reading.

Your child experienced reading as:
something you do together, not alone
something that includes laughter, movement, and voice
something that matters in real life, not just school
something worth repeating, not rushing through
something that belongs to them

And maybe most importantly, you saw what happens when reading is given time, choice, and joy.

So if your child:
rereads favorite books without being asked
starts performing voices at random moments
asks to read things “just for fun”
notices words in the world around them
treats stories like they matter

That’s not extra. That’s the point.

You don’t need perfect routines or fancy materials to keep this going. Just keep doing what you already proved works:

- Read together.**
- Laugh together.**
- Reread the good parts.**
- Talk about stories like they matter.**
- Let kids play with language.**

Because at the end of the day, the goal was never just to build better readers.



It was to build kids who believe:

“Reading is something I can do, enjoy, and own.”

And you did that.



 Share your family’s reading adventures on social media!

#LFCReadingSummer2026

Post photos, videos, and stories of your reading adventures. Tag us so we can celebrate with you!